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Planning for Enhanced Public Higher Education In Loudoun County



Executive Summary

The purpose of this report is to present a compelling value proposition for a significantly enhanced higher education presence in Loudoun County. This vision sets the stage for establishing site criteria and ultimately recommending a site for a permanent Mason campus in Loudoun, preferably with a NOVA presence, and a site for a future second NOVA campus in the County. The report concludes with a set of decision criteria that will be incorporated in a Request for Information (RFI). This RFI will be used to solicit information on proposed sites for the Mason campus and the NOVA campus.

Mason, NOVA, Loudoun County, Leesburg, and the Loudoun County Public Schools (LCPS) have come together as partners supporting this initiative to enhance public higher education in Loudoun County. If this initiative is to succeed, it will require aggressive collaboration and creative public/public/private partnerships such as those Mason and NOVA have fashioned to start other campuses. It will also require a clear articulation of the needs and limitations of the public partners so the RFI process can be used to fully inform prospective private partners about the nature of a win/win/win partnership. This will frame the suggestion of alternative locations, the evaluation process, and the ultimate selection of campus locations. While the needs and limitations of all the partners will be considered, ultimately it will be up to the Boards of Mason and NOVA to decide on the sites for their new campuses.

Meeting the Educational Needs of Loudoun County. This report collects the summarized wisdom of a wide variety of recent reports, studies and plans that have described the demand for academic programs in Loudoun County, population and employment statistics, mappings of competing institutions, and strategic plans and statistical materials from Mason, NOVA, and the Loudoun County Public Schools. It summarizes the needs of the Business Community for a robust community college and university presence in Loudoun County that will accelerate the development of the workforce and the industry clusters articulated by the County. Such campuses could also provide opportunities for partnership projects on a Performing Arts Center, Recreation and Aquatic Center, Hotel/Conference Center, Business Incubator, and other amenities. The report also captures the aspiration of the business and community leaders in the Town of Leesburg for a campus in Leesburg. Community, state, and local government officials are expected to support enthusiastically the emergence of campus plans that comport with County zoning and development plans and do not drain County resources.

The Realities of Funding New Public Campuses in the Commonwealth of Virginia. The harsh realities of public funding for new and continuing campus locations in the Commonwealth of Virginia must be clearly understood in planning for new campuses. No state funding is currently available for starting new campuses and the basic business model for higher education in the

Commonwealth does not readily sustain new campuses. A new campus in Loudoun would need to have the following funding characteristics:

- Land and roads, sewer and basic infrastructure would need to be provided by the partner or developer (if Mason/NOVA/Commonwealth of Virginia were to own the land) or embedded as part of an affordable lease arrangement;
- If Virginia owns the land, capital appropriations could be used to construct core academic buildings; otherwise, the developer would construct and offer them through lease;
- Various support services such as bookstore, food service, business incubator, and parking could be provided through the developer and lease arrangements; facilities such as a performing arts center, recreation center, hotel/conference center, and library could be jointly developed as university/community amenities; adjacent retail, research facilities, and lease space for other universities and scientific/medical companies could be handled by the developer;
- Mason/NOVA would need to be able to support the operational funding of the campus through revenues/appropriations generated by students; the capital lease and operational expenses of the new campus must comprehensively and accurately reflect that reality;
- A traditional, four-year liberal arts model for this campus is not fiscally feasible for a public university in today's economic environment; Mason would lose money on lower division course offerings at the new campus;
- Alternatively, nearly all of the lower division courses at the campus could be offered by NOVA; upper division and 1st professional/masters/graduate courses would be offered by Mason;
- Affordability is a key issue for students now and will be even more important in the coming years; Mason, NOVA, and LCPS will work together to reduce remediation, accelerate progress to degree, and improve student success, thereby controlling the cost of education to the student;

This financial model will be explained carefully in the RFI for the new campus.

Framing a Request for Information (RFI) for New Campus Locations. A Request for Information (RFI) will be developed and distributed to developers and interested parties by mid-2009, soliciting information on possible locations for the new campus that would meet the requirements stipulated in the RFI. Further planning and action on such proposals would then be subject to the administrative, executive, and Board decision-making processes of Mason and NOVA. Priority will be given to proposals for sites located in the portion of the County depicted in blue in Figure 12.

Scenarios for Enhanced Higher Education in Loudoun County. This report describes four scenarios that capture the possible future of public higher education in Loudoun County: Four scenarios capture the future of public higher education in Loudoun County:

- *Scenario #1:* No New Public Higher Education Campuses Are Established in Loudoun County, Mason Establishes a Presence on the NOVA Campus in Sterling;

- *Scenario #2:* Establish A New Mason Campus with a NOVA presence;
- *Scenario #3:* Establish new NOVA Campus with a Mason Presence, and
- *Scenario #4:* Combine Scenarios #2 and #3.

These scenarios are described below and shape the determination of campus types and locations.

Academic Program And Activities Mix for the Comprehensive University. Mason and NOVA have expressed their visions, strategies, and plans, incorporated in Figure 9 of the report, which portrays the combination of programs that would be pursued, building on Mason and NOVA programs that are already existing and/or gestating, and moving beyond to those that are probable, possible, and/or contingent on developments. Figure 10 summarizes the Educational Core and Partnership-Provided Facilities.

Campus Type and Location Opportunities. The Report provides substantial, useful background material on the combinations of campus type and location that could meet the needs of the institutions, the County, and other stakeholders. The possible campus types include: 1) undergraduate campus, 2) local professional campus, 3) high-tech campus, and 4) comprehensive campus. The possible campus locations include: 1) rural location, 2) suburban location, 3) urban location, and 4) transit-centered location.

Potential Campus Site Opportunities. The Report's analysis of the combination of campus type and location yielded four preferred site possibilities within Loudoun County:

- Type #1: Comprehensive Mason Campus, with a NOVA Presence, at a Suburban Location;
- Type #2: Comprehensive Mason Campus, with a NOVA Presence, at an Urban (Leesburg) Location;
- Type #3: Comprehensive Mason Campus, with a NOVA Presence, at a Transit-Centered Location;
- Type #4: Local Professional (Health Careers) NOVA Campus as Part of a Hospital/Medical Research Center or stand-alone campus.

Each of these combinations has distinctive characteristics that address needs of the institutions, the County and other stakeholders. The respondents to the RFI will need to express how these characteristics meet these needs and fulfill the evaluative criteria.

Evaluation Matrix Criteria. The different proposed locations will each be evaluated on their capacity to fulfill the needs articulated in this Report. While the nature of the proposals and the value propositions will likely vary for different types of sites, ***the same evaluative criteria will be used to evaluate all proposed sites.*** Figure 13 portrays the six criteria that will be used:

- **Financial Feasibility for Mason and NOVA.** The financial costs to Mason and NOVA must comport with the realities of funding new public campuses. The RFI will state clearly the range of acceptable financial charges for lease-back type arrangements to provide guidance to the respondent. Financially infeasible proposals will be eliminated.

- **Ability to Support the Core Program.** Each proposals should state the total built-up area and land acreage for the project and how the proposed approach will meet the clearly stipulated programs (Figure 9) facilities, enrollment, and support needs of Phase 1 (2014) and Future Build-out (2018 and 2030).
- **Access and Infrastructure.** The campus must be accessible readily to a wide variety of students, faculty, researchers, staff, and visitors. Parking, public transit, pedestrian access, bicycle access, connectivity to adjacent communities and infrastructure needs are clearly stipulated,
- **Capacity to Support Campus/Community Amenities.** Proposed campus/community amenities, as portrayed in Figure 10, will require aggressive public/private and/or public/public partnerships. These will produce shared resources for the surrounding community.
- **Proximity to Business.** The campus's physical relationship to business will be significant in the development of hand-on relationships.
- **Risk of Proposed Development Not Occurring.** Each site location proposed will be evaluated to determine the risk of the proposed development failing to materialize, being delayed, or floundering, financially.

This report is supported by substantial appendices. All of these materials will be made available to bidders through the RFI process.

Planning for Enhanced Public Higher Education In Loudoun County



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Planning for Enhanced Public Higher Education in Loudoun County



I. The Purpose of this Report

The purpose of this report is to present a compelling value proposition for a significantly enhanced higher education presence in Loudoun County. This report articulates a community vision for enhanced public higher education in the County. This vision sets the stage for establishing site criteria and ultimately recommending a site for a permanent George Mason University (Mason) campus in Loudoun, potentially with a Northern Virginia Community College (NOVA) presence and a future second NOVA campus in the County. The report concludes with a set of decision criteria that will be incorporated in a Request for Information (RFI). This RFI will be used to solicit information on proposed sites for the Mason campus and the NOVA campus. A detailed description of the planning process that created this report is contained in Appendix A to this Report.

Mason, NOVA, Loudoun County, Leesburg, and the Loudoun County Public Schools (LCPS) have come together as five public partners supporting this initiative to enhance public higher education in Loudoun County. If this initiative is to succeed, it will acquire aggressive collaboration and creative public/public/private partnerships such as those Mason and NOVA have fashioned to start other campuses. The proposals for campus locations and related financial arrangements that result from the RFI process must create financially feasible alternatives and serve the needs of all the partners if this initiative is to succeed. Our experience has shown that such win/win/win/win propositions are possible through careful communication and negotiation.

One purpose of this report is to clearly articulate the needs and limitations of the public partners so the RFI process can be used to fully inform prospective private partners about the nature of a win/win/win/win partnership. This will frame the suggestion of alternative locations, the evaluation process, and the ultimate selection of campus locations. While the needs and limitations of all the partners will be considered, at the end of the day it will be up to the Boards of Mason and NOVA to decide on the sites for their new campuses.

Framing and Meeting the Emerging Educational Needs of Loudoun County

The emerging educational needs of Loudoun County and the plans of educational providers have been captured in a variety of recent reports, studies, and plans. In reaching its conclusions, this report has synthesized the following inputs:

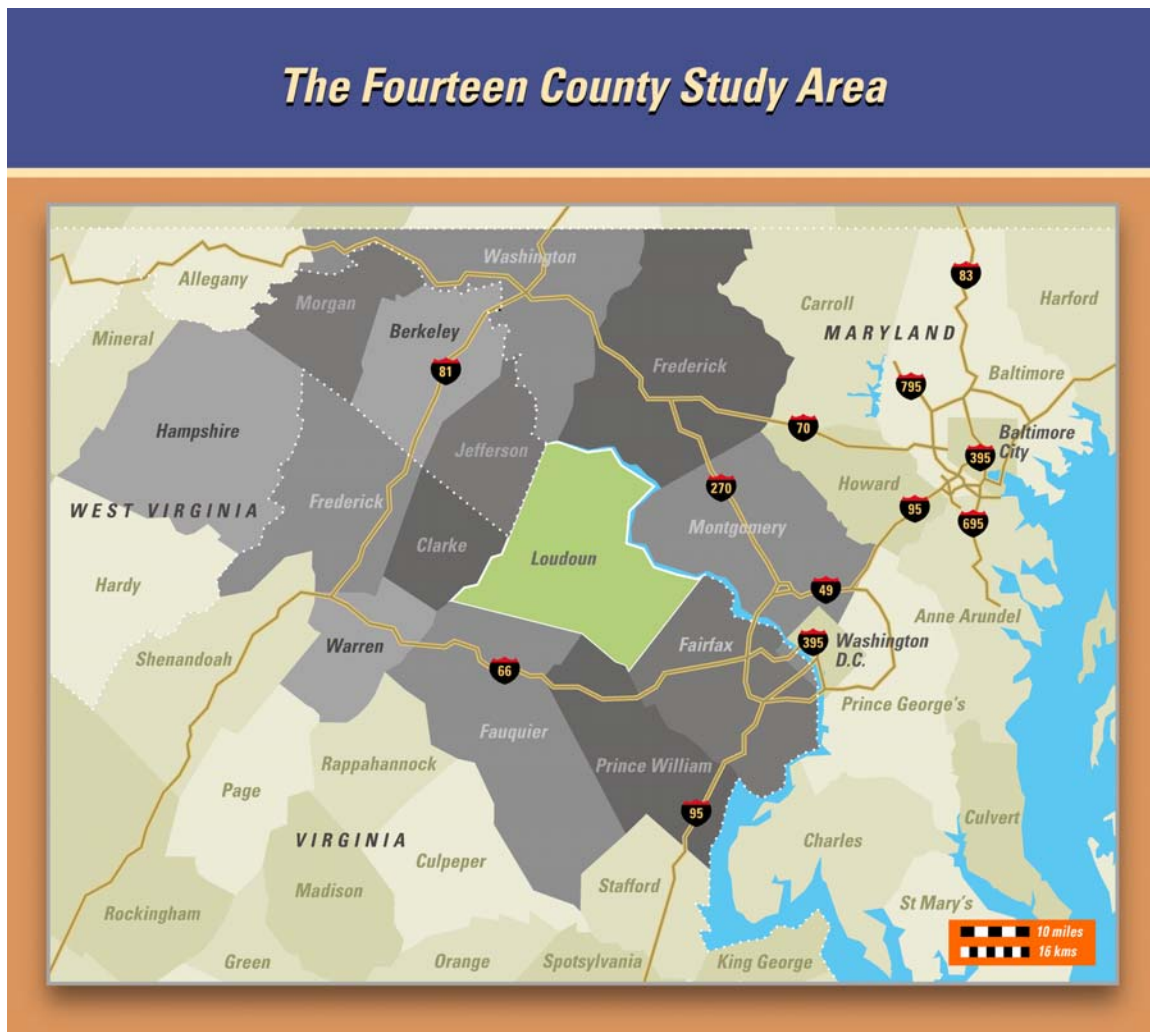
- *Demand for Academic Programs in Loudoun County.* Eduventures Report, January 2008. This report includes current and future (2012 and 2014) statistics for population and employment for a 14-county study area (Virginia, Maryland, and West Virginia counties that are touched by a 30-mile radius of a central point in Loudoun County). This study

area is portrayed in Figure 1 and represents unusual challenges given the unique borders, intersections, and connections between the states.

- Population and employment statistics and “dot maps” for Loudoun, Fairfax, and Prince William Counties, 2000, 2010, 2020, 2030, and the change between 2000-2030, Northern Virginia Regional Council.
- Mappings of competing institutions in several views: 1) Loudoun County, 2) the 14-county study area, 3) the Northern Virginia and Washington Metropolitan Area, and 4) a 150-mile radius of Loudoun County. These alternative views enabled us to consider different perspectives on the students and service areas for new campuses.
- Strategic plans and statistical materials from Mason, NOVA, and Loudoun County Public Schools.

The details of these statistics and maps can be found in Appendices B and C.

Figure 1



Drivers of Enhanced Educational Needs in Loudoun County

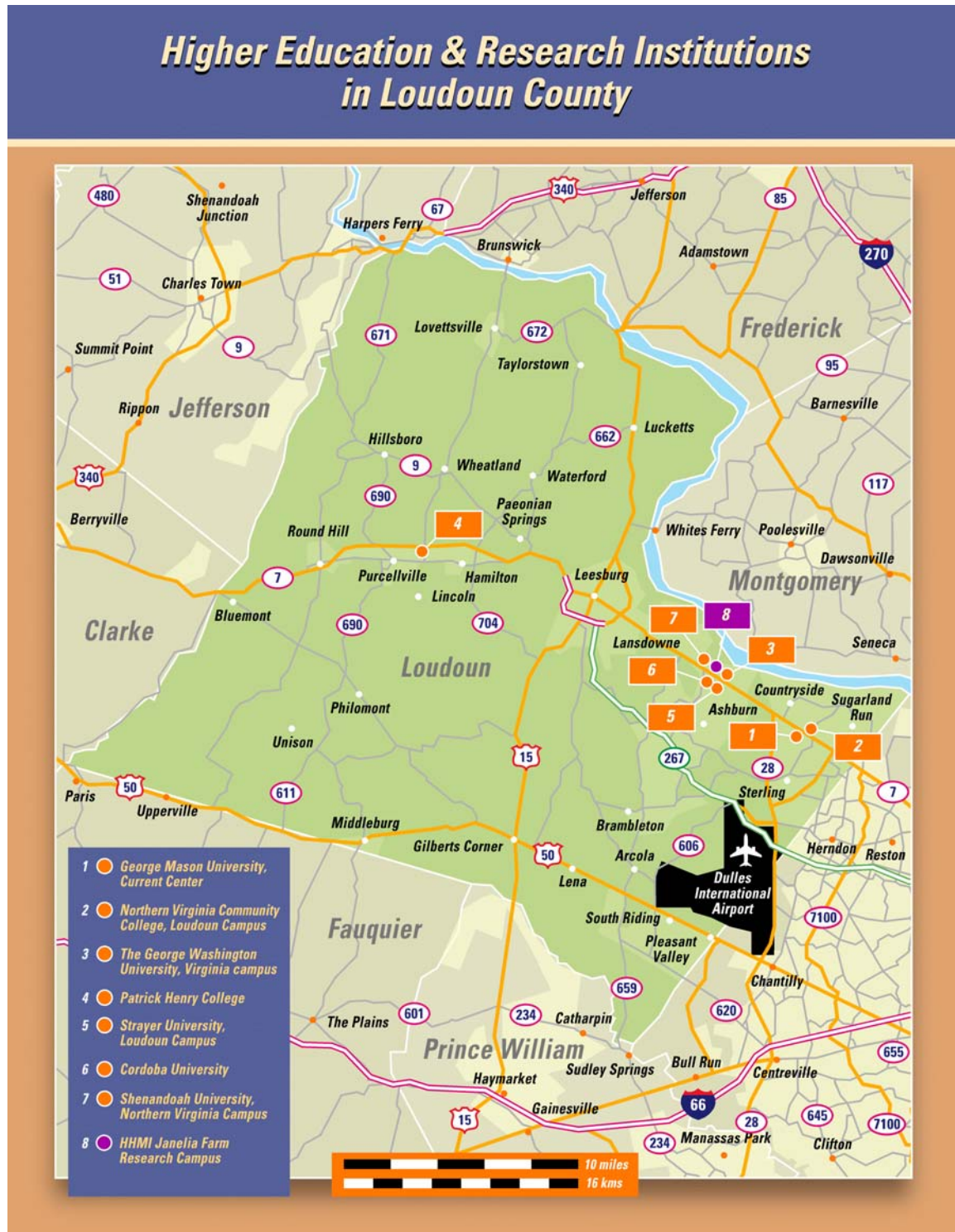
These reports all affirm several basic conclusions:

- Loudoun County is a rapidly growing county whose development has attracted national acclaim. It's graduation and educational attainment rates exceed the combination of other counties in the 14-county study area. The population of prospective college students in Loudoun County is growing at an even faster rate than the population as a whole.
- The population and employment in Loudoun County and the 14-county study area are predicted to continue to grow substantially in the short term (the 2012-2014 period covered in the Eduventures Report) and the longer term (the 2020-2030 period covered by the NVRC statistics).
- A broad range of major employers in Loudoun County have educational needs that will be served by an enhanced public higher education presence. These include the businesses serving Dulles International Airport, Inova and HCA health systems, Loudoun County Public Schools, businesses associated with the Departments of Defense and Homeland Security, businesses serving health and human services needs, and the Howard Hughes Medical Institute and associated enterprises (Eduventures Report).
- The population and employment in Loudoun County is heavily concentrated in the Eastern part of the county. This trend will continue in the future as long as current zoning and planning parameters are followed. Even greater population and employment densities exist in adjacent parts of Fairfax and Prince William Counties (See the dot maps in Appendix B). New Mason and NOVA campuses located on major transportation corridors in the Eastern part of Loudoun County would attract commuter students from these heavy population and employment centers to the east.
- Loudoun County is currently served by a number of public and private colleges and universities, located in a string along Route 7 and illustrated by Figure 2. This includes approximately 350 students at Mason's Ridgetop Campus and 9,800 students at NOVA's Loudoun Campus in Sterling. The recent departure of Marymount University and Old Dominion University has reduced the higher educational presence in the county. A more substantial public higher education presence (facilities, locations, programs) is needed to provide affordable access to a broader range of undergraduate, professional, and graduate programs in Loudoun County.
- The Eduventures Report recommended that a stand-alone Mason campus in Loudoun County would be highly appealing to many students in the service area. They found strong support for undergraduate, liberal arts offerings and for programs that would prepare students for careers in computer and mathematical, business and management, and health and human service fields.

Business Community Needs and Support. The business community wants to see a robust community college and university presence in Loudoun County that will accelerate the development of the workforce and the industry clusters articulated by the County (See Appendix C). The Economic Development Commissions for Loudoun County and Leesburg support the economic development potential of a strong partnership among Mason, NOVA and Loudoun Public Schools. While there are strong voices from individual leaders regarding particular visions

for the new campuses, there is no single, animating vision for an enhanced educational and research presence in the County.

Figure 2



Business and community leaders in the Town of Leesburg are especially keen that the campus be located in Leesburg, which they see as a “college town in waiting.” They feel locating a campus in Leesburg, if undertaken shrewdly, would improve the quality of life and provide a strong and sustainable economic development impact on both the Town and the County. Leaders in Leesburg and Loudoun all recognize that a comprehensive campus would provide the opportunity for partnerships on projects for a Performing Arts Center, Recreation and Aquatic Center, Hotel/Conference Center, Business Incubator, and other amenities that would redound to the benefit of the community.

Support of Local and State Government Officials and the Community. Everyone is concerned about the deteriorating financial condition of the economy and of state and local government resources. The community and state and local government officials will support the development of new public higher education campuses if their location comports with the County’s zoning and development plans and limitations and if the development does not drain county resources.

It makes sense to launch a request for information on possible sites for the new campuses during a financial downturn and building slump. First, the positive economic development impact of new campuses is substantial and this potential will be most appreciated during an economic recession. Rigorous economic impact studies have demonstrated that comprehensive university campuses, in particular, attract additional economic resources to the community and have a substantial multiplier effect in contributing to economic vitality and quality of life. Second, developers are likely to be more aggressive in their proposals in meeting the land and infrastructure needs of the institutions.

The support of specific state and local officials will be solicited when the report and framework for possible campuses is ready for review.

Fulfilling the Visions and Strategies of George Mason University, NOVA, Loudoun County Public Schools, and the Regional Hospital Systems

Enhancing the public higher education presence in Loudoun County has the potential to fulfill the strategic needs of the major learning and knowledge enterprises in Loudoun County.

George Mason University has a small learning center in Loudoun County, serving 350 students, but many Loudoun students attend other Mason campuses – 2,500. Mason’s current strategic plans and projections recognize the need to develop a comprehensive campus presence in Loudoun County, but only if it can be done affordably, recognizing the limitations of state funding approaches for new campus/centers.

As portrayed in Figure 3, Mason is a distributed university, with campuses, research parks and learning/research centers spread across Northern Virginia. Mason is experienced in spawning and developing new campuses, using creative public/private partnerships, and its development of the Prince William campus and Innovation Park have won international recognition.

NOVA is the largest postsecondary institution in Loudoun County, with 9,800 students. Currently, 22% of Loudoun County’s high school graduates go on to attend NOVA. NOVA is also a distributed enterprise, as portrayed in Figure 4, with nine campuses and centers, including its Springfield Medical campus, which is at the epicenter of a creative partnership of healthcare providers and educators called Healthforce. NOVA believes there is a strong need for a similar health careers facility in Loudoun. NOVA and Mason are already partnering on creative bridging and pathway programs with secondary schools to reduce remediation, accelerate completion, and improve the success of students. These programs are expected to grow dramatically in size and scope.

Figure 3



Figure 4

Northern Virginia Service Area of Northern Virginia Community College



Figure 5

Loudoun County Public Schools High Schools



Figure 6



But NOVA is facing build out on its Sterling campus and needs to leverage the 47-acres of its property that are used for soccer fields in order to create an opportunity for a new campus. If the right opportunity does not arise, NOVA will need to start in 18 months to plan for using its back acreage.

Loudoun County Public Schools currently enrolls 57,000 students, expects to grow to 70,000 students in six years, and could ultimately enroll 150,000 students at build-out. Figure 5 portrays the locations of the 15 existing and approved high schools in Loudoun County. A new comprehensive university and enhanced community college facilities in Loudoun would benefit LCPS in a variety of tangible ways:

- Provide a pipeline for preparing new teachers and for continuing education and reflective practice for seasoned professional;
- Enable aggressive bridging and pathway programs with NOVA and Mason that would reach into every high school to improve performance, reduce remediation, accelerate degree completion, and enhance success;
- Enable close linkages and enrichment for Monroe Tech, Governor's School, and Science Academy; and
- Improve the affordability of educational options available to Loudoun County citizens.

Regional Hospital Systems (Inova and HCA) and the Janelia Farm Research Campus of the Howard Hughes Medical Institute (HHMI). Figure 6 portrays the regional hospital Systems and medical research facilities in Northern Virginia. To overcome the healthforce deficit in Northern Virginia, the healthcare providers and learning enterprises like Mason, NOVA, and LCPS must work seamlessly to embed learning experiences in healthcare locations as well as on campuses and learning centers.

The leadership of Mason, NOVA, and LCPS also realize that the state-of-the-art of learning and talent development is changing. Technology-supported learning, collaborative learning, service learning, and the embedding of learning in workforce settings will develop apace during the development of the new Loudoun learning settings. The size, configuration, and flexibility of the new learning spaces is likely to evolve and require a high level of "expeditionary" planning for the new campuses envisioned by this report.

Metro Provides New Opportunities. Figure 7 depicts the coming Metro Silver Line and the New Metro Stations. This development creates new opportunities for a Loudoun campus that will be highly accessible via Metro to learners, faculty/staff, and visitors. It also emphasizes the importance of launching a planning process for the new campus while plans for development adjacent to the new Metro Stations is still fluid.

The Realities of Funding New Public Campuses in the Commonwealth of Virginia

The harsh realities of public funding for new and continuing campus locations in the Commonwealth of Virginia must be clearly understood in planning for new campuses. No state funding is currently available for starting new campuses. Moreover, the basic business model for higher education in the Commonwealth does readily sustain new campuses. Funding both lags behind enrollment growth and is not directly proportionate to enrollment growth. The impacts of these realities are compounded if facilities costs are not funded or mitigated separately from operational costs.

Figure 7



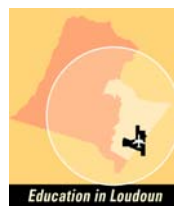
Appendix D explains how Mason's Prince William campus and NOVA's Springfield campus were developed in the face of this reality. In the Prince William case, Mason used a combination of land and infrastructure contributions, construction of academic buildings using state capital appropriation, and construction of research park space, recreation center, library, and other facilities through public/private and public/public partnerships. The Mason campus in Loudoun would need to have the following funding characteristics:

- Land and roads, sewer and basic infrastructure would need to be provided by the partner or developer (if Mason/Commonwealth of Virginia were to own the land) or embedded as part of an affordable lease arrangement;
- If Virginia owns the land, capital appropriations could be used to construct core academic buildings; otherwise, the developer would construct and offer them through lease;

- Various support services such as bookstore, food service, business incubator, and parking could be provided through the developer and lease arrangements; facilities such as a performing arts center, recreation center, hotel/conference center, and library could be jointly developed as university/community amenities; adjacent retail, research facilities, and lease space for other universities and scientific/medical companies could be handled by the developer;
- Mason would need to be able to support the operational funding of the campus through revenues/appropriations generated by students; the capital lease and operational expenses of the new campus must comprehensively and accurately reflect that reality;
- A traditional, four-year liberal arts model for this campus is not fiscally feasible for a public university in today's economic environment; Mason would lose money on lower division course offerings at the new campus;
- Alternatively, nearly all of the lower division courses at the campus could be offered by NOVA; upper division and 1st professional/masters/graduate courses would be offered by Mason;
- Affordability is a key issue for students now and will be even more important in the coming years; Mason, NOVA, and LCPS will work together to reduce remediation, accelerate progress to degree, and improve student success, thereby controlling the cost of education to the student;
- This financial model will be explained carefully in the RFI for the new campus.

Framing a Request for Information (RFI) for New Campus Locations

This report will be carefully reviewed and refined by the Project Steering Committee and shared with important stakeholders. A Request for Information (RFI) will be developed and distributed to developers and interested parties by mid-2009, soliciting information on possible locations for the new campus that would meet the requirements stipulated in the RFI. Further planning and action on such proposals would then be subject to the administrative, executive, and Board decision-making processes of Mason and NOVA.



II. Scenarios for Enhanced Higher Education in Loudoun County

Four scenarios capture the future of public higher education in Loudoun County:

- **Scenario #1: No New Public Higher Education Campuses Are Established in Loudoun County, Mason Establishes a Presence on the NOVA Campus in Sterling;**
- **Scenario #2: Establish A New Mason Campus with a NOVA presence;**
- **Scenario #3: Establish new NOVA Campus with a Mason Presence, and**
- **Scenario #4: Combine Scenarios #2 and #3.**

These scenarios are described below and shape the determination of campus types and locations.

Scenario #1. No New Public Higher Education Campuses Are Established in Loudoun

It is possible that Mason, NOVA, the Loudoun Public Schools, and Loudoun County will not be able to marshal the public support, craft a financially feasible model, and fashion the aggressive and creative public/public/private partnerships necessary to develop and support new campus sites in Loudoun County. In that case, the following educational and amenities developments would likely occur over the next ten years.

NOVA Will Build Out its Sterling Campus Following its Master Plan. NOVA will expand on its Sterling campus, building out the Master Plan portrayed in Figure 8. This campus build out would include a health careers facility and a full array of associate degree and certificate programs, augmented by significant pathways programs reaching into Loudoun County Public Schools.

Mason Will Migrate From its Current Ridgetop Center to NOVA. Mason plans to move its Loudoun operations from its current Ridgetop Center facility (approximately 20,000 net assignable square feet of space) to the NOVA Loudoun campus (estimated move date: 2012), possibly in building number 7 identified on the Master Plan. Mason's programs offered on this site would be relatively limited, somewhat greater than those currently available or planned for the Ridgetop Center, but not the robust array projected for a comprehensive Mason Campus;

NOVA Will Build onto its Property Currently Used for Soccer Fields. Within 10 years, NOVA will have built out this Master Plan and then will need to build on the 47 acres of soccer fields at the back of its property. Planning for this future build out would need to begin within the next 18 months if plans for a new NOVA campus do not materialize.

This Site Provides Limited Opportunities for Amenities and Community Facilities. It may be possible to construct a variety of amenities and community facilities on the back portion of the NOVA property, such as a Performing Arts Center through public/private partnerships, but the location would not be ideal.

Building Additional Learning Centers in Growing Parts of Loudoun County. Both Mason's and NOVA's strategies for distributed operations call for the establishment of learning centers to extend their offerings into new areas. Over time Mason and NOVA plan to add additional learning centers in growing parts of Loudoun County, when conditions are appropriate. These

Figure 8



centers would feature relatively limited services and amenities on-site. They would link to the distributed resources available through the Mason and NOVA distributed campuses.

In summary, Scenario #1 would concentrate the public learning resources and programs in Loudoun on a single community college campus site located in the far northeastern corner of the County.

This scenario would preclude a major presence for Mason in Loudoun. It would limit opportunities for substantial research partnerships and retard the large-scale public/private partnerships that would accompany the establishment of a comprehensive Mason campus with a NOVA presence and a new NOVA campus, with a Mason presence.

Scenario #2: Establish A New Mason Campus, with a NOVA Presence

This scenario features the development of a comprehensive campus at a Loudoun location in the areas defined as acceptable for such developments by the Loudoun County Zoning Plan. Section III of this Report describes the academic program and activities that would be offered on such a comprehensive Mason campus, with a NOVA presence and significant partnership, concurrent enrollment, and pathway programs with Loudoun County Public Schools.

Scope of Programs Would Depend on Demonstrated Demand and Creative Partnerships.

The development of this campus will take a number of years to achieve. If the experiences in establishing Mason's Prince William campus and NOVA's Springfield campus are any guide, it could take 7-10 years for the first phase of the new campus to be occupied.

The full extent and timing of the programs at the new campus would depend on demonstrated demand, partnership commitments, and on the sorts of public/private partnerships that would enable the development of campus infrastructure and capacity. Section III describes in greater detail the undergraduate programs, first professional and graduate programs, research activities, K-16 partnerships and community amenities/activities that could be associated with such a campus.

A Framework for Evaluating Potential Campus Locations. Through this planning process Ayers/Saint/Gross has facilitated conversations and refined a framework that describes the types of campuses and locations that are possible, the decision criteria for campus locations, the four types of preferred campus site locations, and their associated evaluative criteria. This refined framework is discussed in sections IV-VII of this report.

New Learning Centers Will Be Developed. In addition to developing this new campus, Mason and NOVA would create additional learning centers in growing parts of Loudoun County, over time. These centers would feature relatively limited services and amenities on-site but could link to the resources in the Mason and NOVA distributed campuses.

Scenario #3: Establish A New NOVA Campus, with a Mason Presence

The third scenario alternative involves the establishment of a new NOVA campus, with a potential Mason presence.

Variation #1: A New NOVA Health Careers Campus. A specialized health careers campus could be established adjacent to or as part of a hospital development or the relocation of Inova's research facility from Fairfax to Loudoun. Such a facility would enable NOVA to utilize its two medical campuses – Springfield and Loudoun – to serve the entire Northern Virginia Region.

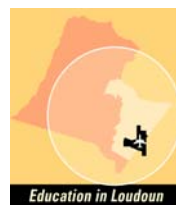
NOVA's Loudoun Health Careers Campus could have a small footprint (the Springfield campus is built on five acres, with five more acres available) and the overall physical location could be managed by the parent organization (hospital, Inova's research facility). In addition, appropriate Mason programmatic resources in medical (academic and research) and allied health areas could locate at this facility. This option has the advantage of embedding NOVA's health careers in a hospital and/or medical research facility. If this were part of a larger development, this scenario could facilitate the creation of a zone for healthcare and biotech research and development, with companies, research centers, and even private university healthcare programs electing to locate adjacent to or near the campus. It also brings an additional partner – the healthcare system – into the public/public/private partnership that will be necessary to make any new campus possible.

Variation #2: A New NOVA Campus without Health Careers. NOVA might chose to locate its health careers programs at the existing campus in Sterling. In this case, NOVA might be able to swap its soccer fields acreage for a site and infrastructure for a new campus. Mason could have a presence on this campus as well.

New Learning Centers Will Be Developed Over Time. In addition to the new Mason campus and the NOVA health careers campus, Mason and NOVA would create additional learning centers in growing parts of Loudoun County, over time. These centers would feature relatively limited services and amenities on-site but could link to the resources in the Mason and NOVA distributed campuses.

Scenario #4: Combine Scenarios #2 and #3

A fourth scenario could involve combining Scenario #2 and Scenario #3. This would involve the development of a new Mason campus with a NOVA presence **and** a new NOVA campus with a Mason presence.



III. Academic Program and Activities Mix for the Comprehensive University

The full extent and timing of the programs at the new Mason campus would depend on demonstrated demand and on the sorts of public/private partnerships that would enable the development of campus infrastructure and capacity. A new Mason campus provides the opportunity to align academic offerings with identified community needs and the industry sectors targeted by County and Town economic development efforts.

Figure 9 illustrates the range of academic programs that could eventually be offered at the new campus, beginning with those that are currently being offered (or in gestation) and extending to programs that are probable and possible, depending on demand. The “contingent” programs in the final column would depend on the partnership-based development of special facilities or amenities at the Loudoun campus.

- **Mason Undergraduate Programs.** Mason would build on the undergraduate programs it is currently offering in Loudoun at its Ridgetop Center, extending into a variety of disciplines that correspond to the targeted industry clusters in Loudoun County. The offering of a Bachelors in Fine Arts (BFA) would be contingent on the construction of a Performing Arts Center, and the Health, Recreation and Tourism Degree would be contingent on the development of a Recreational Center.
- **NOVA Programs (Lead to Mason Programs).** NOVA would begin with a solid portfolio of its current offerings, expanding as possible to a wider range of associate degree offerings.
- **Mason/NOVA Partnership Programs.** Mason and NOVA would collaborate on a range of pathways and 2+2 programs to accelerate the progress and success of students toward the baccalaureate degree. Mason is applying to SCHEV for approval of the BAS degree.
- **1st Professional/Master Programs/Other Graduate Programs.** Mason will start with an appealing array of first professional degrees, masters degrees, and other graduate degrees, adding more as demand would be demonstrated. A Performing Arts Center would enable a Masters of Arts and a Recreation Center could be the catalyst for a Masters in Health, Fitness, and Recreation Resources. Graduate degrees in government contracting, international business, and green/clean technology might also prove feasible.
- **Research Activities.** The Mason/NOVA campus should support a variety of research activities, including partnerships with high-tech companies and other universities that might lease space in research parks adjacent to the campus.
- **K12 Partnerships.** From the start, partnerships among Mason, NOVA, and the Loudoun County Public Schools are seen as essential to the success of K16 education in Loudoun County. Pathways programs and concurrent enrollment programs would penetrate every high school in County. On-site collaboration with the Governors School, Monroe Tech and the Science Academy would also be an imperative.
- **Other Institutions.** Mason will work with other public and private academic institutions as required to achieve identified community goals.

Figure 9

| Academic Program and Activity Matrix | | | | |
|---|--|---|---|--|
| Programs/Facilities/ Activities | Already Offered or Gestating | Probable | Possible | Contingent |
| Mason Specific Undergraduate Programs | <ul style="list-style-type: none"> • Business (Minor) • Education • Health Sciences • Info Tech Management • Social Work • Foreign Languages | <ul style="list-style-type: none"> • Communication • Economics • Public & International Affairs • Global Affairs • History • Institute for Conflict Analysis & Resolution • Community Studies • Info Tech • Art & Visual Tech | <ul style="list-style-type: none"> • Government Contracting • International Business • Green/Clean Tech | <ul style="list-style-type: none"> • BFA • Health, Recreation, & Tourism Degrees |
| NOVA Programs (Lead into Mason Programs) | <ul style="list-style-type: none"> • Business Mgt. AAS • Teacher Education specialization of social sciences • HIM AAS • Healthcare Admin. specialization of Business Mgt. AAS • Social Sciences AS | <ul style="list-style-type: none"> • Geographic Information Systems • Liberal Arts AA • Social Science AS • Global Studies • Communication Design AAS • Momentum Program • Pathways Program • Digital Arts • AS Info Tech • IST AAS | <ul style="list-style-type: none"> • Alternative Fuels • Green Engineering | |
| Mason/NOVA Partnership Programs | <ul style="list-style-type: none"> • BSIT • BAS • BSBM • BSN • Momentum – Pathway Program | <ul style="list-style-type: none"> • Additional Completer Degrees | | |
| 1st Professional Masters Programs | <ul style="list-style-type: none"> • MED • MBA • MPA • MSN | <ul style="list-style-type: none"> • MSIT • MS Nurse Practitioner • Executive MBA | <ul style="list-style-type: none"> • MSW | <ul style="list-style-type: none"> • M Arts • M Health Fitness Recreation Resources |
| Other Graduate Programs | <ul style="list-style-type: none"> • Computer Science • Institute for Conflict Analysis & Resolution • Health Systems Management • Certificate Programs | <ul style="list-style-type: none"> • MS Geography • Biomed Engineer • Medical Imaging | <ul style="list-style-type: none"> • Geographic Information Systems • Transportation Policy | <ul style="list-style-type: none"> • Government Contracting • International Business • Green/Clean Tech |
| Research Activities | | <ul style="list-style-type: none"> • Biomed Engineer • Medical Imaging • GIS • Education | <ul style="list-style-type: none"> • Green/Clean Tech • Transportation Planning • Community Studies • Distance Learning • Research Park Facilities | <ul style="list-style-type: none"> • Other Educational Institutions |
| K12 Partnerships | <ul style="list-style-type: none"> • Dual Enrollment Programs – LCPS/NOVA/Mason | <ul style="list-style-type: none"> • Geographic Information Systems • Governor's School/ Monroe Tech/ Science Academy | | |
| Community Amenities/ Facilities | <ul style="list-style-type: none"> • Meeting Space | <ul style="list-style-type: none"> • Business Incubator • Naturalist Center • Bookstore • Student Housing | <ul style="list-style-type: none"> • Telework Center • Retail | <ul style="list-style-type: none"> • Performing Arts Center • Recreation/Aquatic Center • Library • Hotel/Conference • Other Educational Institutions |

- **Community Amenities and Facilities.** The new Mason campus should be located so it will favorably accommodate the development of a range of community amenities and facilities: Performing Arts Center, Recreation/Aquatics Center, Library, Hotel and Conference Center, and even other educational institutions located adjacent to the campus.

Figure 10 provides another view of the offerings at the comprehensive campus. At the heart of the campus are the core educational programs of the institution and the facilities, with other facilities developed through public/private partnerships and outsourcing.

Figure 10



IV. Campus Type Opportunities

The diverse educational needs in Loudoun County coupled with the proximity to Washington DC and the potential of a proposed NOVA partnership presents a variety of opportunities for George Mason University to expand its presence in Loudoun County, Virginia.

Four distinct types of campuses were examined:

- Undergraduate Campus,
- Local Professional Campus,
- High-Tech Campus, and
- Comprehensive Campus.

Although each type of campus has different catchment areas, programmatic needs, and physical necessities, they each have the same underlying mission to significantly enhance higher education in Loudoun County. The four potential campus types are defined as:

Undergraduate Campus

- Full range of academic programs
- Potential for a Mid Atlantic catchment area
- Flexible location – *Rural, Urban, Suburban, Transit Oriented*
- Undergraduate focus
- Student housing

Local Professional Campus

- Serves Loudoun County and adjacent communities
- Primary catchment area of 15-20 miles
- Education programs focusing on local demand and growth opportunities
- Easy accessibility from major population and employment areas
- Primarily commuter student focused
- Healthcare careers as part of a hospital/medical research center

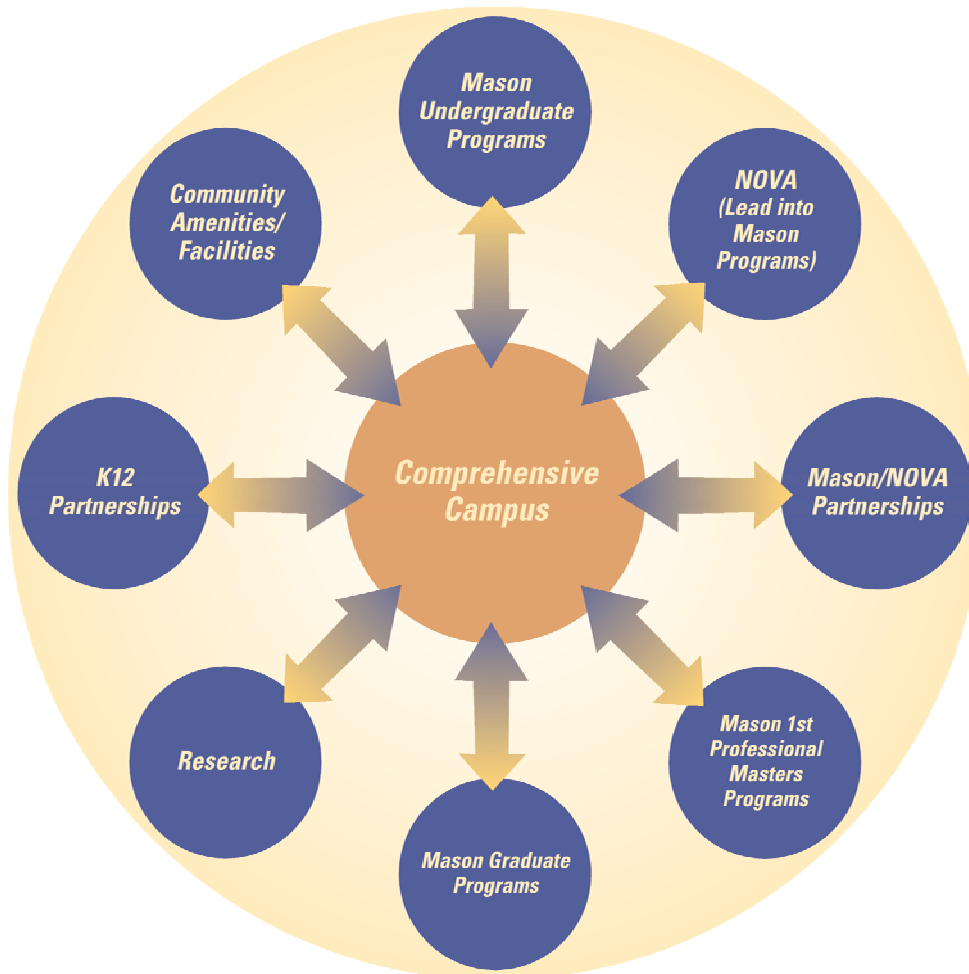
High-Tech Campus

- Serves and is accessible to the greater Washington Region
- Optimal if Metro accessible
- Education, research, and industry based – high-level education
- Programs should offer unique and innovative opportunities
- Offer unique educational programs complimenting the region's premier industries and businesses
- May include housing

Comprehensive Campus

- Blend of academic, recreational, cultural, and civic uses accessible to college students, high school students, and the general community. Provides a place for the entire community to come together

- Serves a variety of educational demographics
- Needs to be accessible, walkable, and closely integrated with the community
- Must carefully integrate the various needs of each education type
- Includes housing for students and possibly faculty and staff



Comprehensive Campus

The Comprehensive Campus was chosen as the preferred type because it allows the most efficient use of the NOVA partnership, best integrates with the surrounding community, and serves a variety of students with diverse needs. It also enables unique opportunities for affiliations with existing and future businesses, healthcare institutions, other education institutions, airports, and government agencies. This type of campus distinguishes itself from the mostly one dimensional, as needed approach to higher education that currently occurs on the Route 7 Corridor.

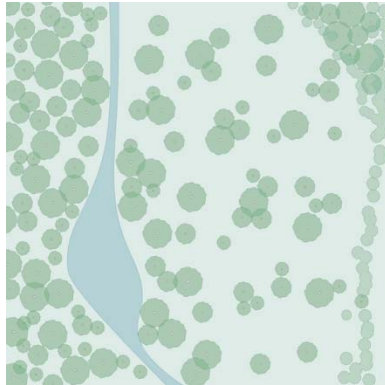
V. Location Opportunities

Loudoun County is comprised of various patterns of development with a range of site characteristics. Through an analysis of the built environment, current zoning, and planned development, four locations types were examined. Each location type directly impacts the campus types, however all of the locations have the potential to be beautiful and stimulating learning environments. To maximize the success of the campus within a specific location every limitation needs to be addressed and all benefits garnered. There are four types of locations – rural, suburban, urban and transit-oriented (Metro). These four types are portrayed in the map in Figure 11 and then described below.

Figure 11



Rural Location



Rural Location Diagram



Rural Location Example

Rural Loudoun is generally defined to the west of Evergreen Mills Road and the areas north of the Leesburg town limits. The picturesque landscape would make an idyllic setting for an undergraduate campus; however, the rural campus would have the greatest cost and environmental impact. Further, the remote setting, poor infrastructure and planned land uses contradict the intent of the Comprehensive Campus which relies heavily on population, employment, and community proximity. Of the four location opportunities only rural was deemed unsuitable for the campus' location.

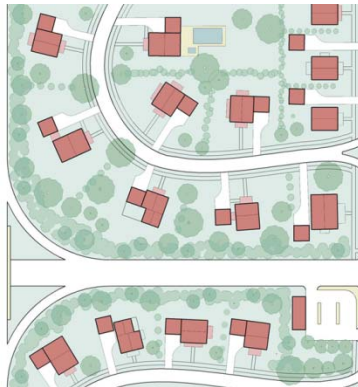
Historically many campuses were established in rural areas. The rural setting provides an opportunity to start from scratch and presented few physical growth limitations. Usually these campuses are self contained places with a clear identity. Academic buildings, housing, student services, and student amenities all need to be located on site. Further, the rural infrastructure often needs major upgrades, including: road, utility and transit improvements.

For many campuses their rural surrounding inevitability becomes built-up. The combination of campus growth and private development transforms these once isolated places into urbanized environments. This development has a negative environmental impact and is the biggest drawback of a rural campus. Today many once rural campuses are now prioritizing the preservation of their most precious resource, the natural environment.

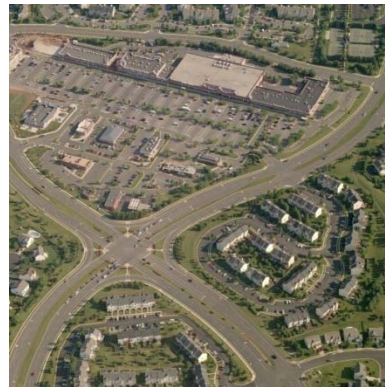


Duke University is an example of a rural campus. Through time its surroundings have become urbanized, however, the campus has strategically maintained its rural character by preserving the forest that is adjacent to the core of the campus.

Suburban Location



Suburban Location Diagram



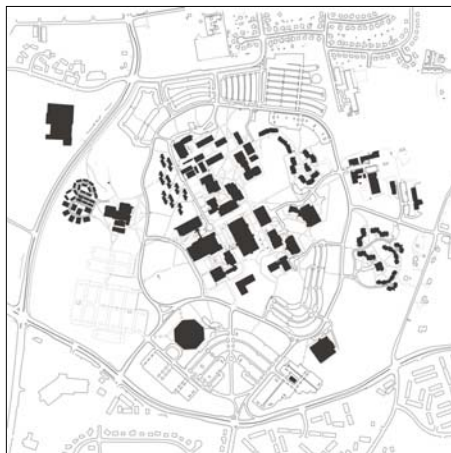
Suburban Location Example

Much of the rapid growth in Loudoun has been accommodated by the suburbanization of the eastern part of the county. These areas are characterized by segregated land uses based on zoning districts in which only one type of use can occur. The results are pods of development, such as residential subdivisions, commercial shopping malls, and industrial parks. Since each use is separated, residents, employees, and consumers are all dependant on the automobile for travel.

As with all of the location types there are grey areas. Within suburban Loudoun areas such as Brambleton, Lansdowne, and some planned developments have urban characteristics. If a campus is located within or adjacent to one of these "town centers" it could be treated as an urban location.

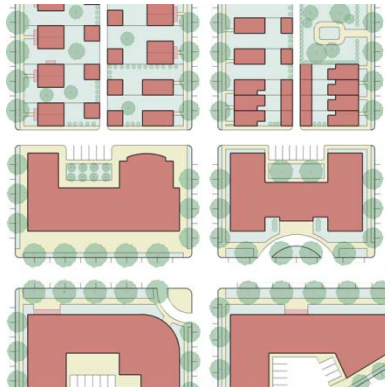
Campuses in suburban locations are often surrounded by a mature infrastructure. Wide roads and extensive utilities reduce initial site improvements and provide easy access. However, if a campus and its surrounding developments outgrow the capacity of the infrastructure, the benefit can become a limitation.

The vehicular dependency of suburbia limits pedestrian access to surrounding shops, housing, and amenities. This forces the campus to provide all of these uses on site even if there are potential shared resources in adjacent developments. The pod nature of suburban development also often causes the campus to develop in a similar manner.



George Mason University - Fairfax is an example of a suburban campus.

Urban Location



Urban Location Diagram



Urban Location Example

The urban location is primarily limited to the town of Leesburg. Leesburg has a vibrant, walkable downtown. While it has also undergone a similar amount of growth as eastern Loudoun, the core of the town has maintained its historic character, an asset that distinguishes it from the other potential locations. Leesburg offers a variety of amenities that provide an opportunity for enhanced quality of life for the student. These include libraries, schools, parks, recreation centers, government offices, shops, restaurants, and a variety of housing types. This atmosphere presents a unique setting for a campus unlike any education institution in the Northern Virginia Region.

Areas located outside the Leesburg Bypass are not considered part of the urban location, even though they are within the town boundary. For the purpose of this study these areas are considered suburban.

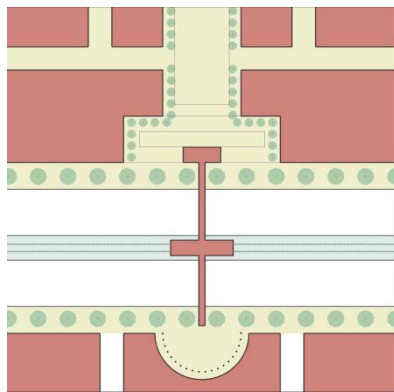
Urban campuses have strong opportunities for synergy with the surrounding town, city or development. These campuses can either be dispersed, within, or on the edge of the urban environment. In all cases they are strongly linked to the town, which provides diverse activities outside campus life. Alternatively the campus strengthens a town - physically, culturally and financially.

One of the drawbacks of an urban campus is that land acquisition and development costs are usually greater than the other types. Also, growth is often dictated by land acquisition, making future expansion unpredictable.



College of Charleston is an example of an urban campus. The campus seamlessly blends with the city. Charleston and the College share streets, resources, amenities, and an identity.

Transit-Centered Location



Transit Centered Location Concept



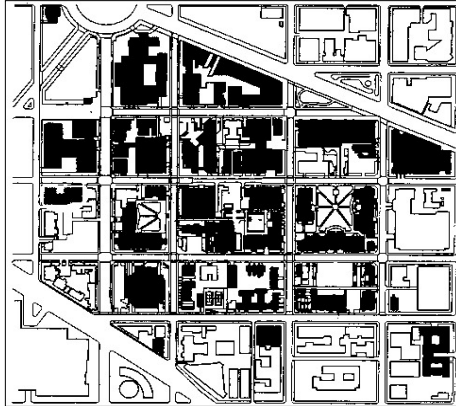
Artist Rendering of Proposed Station

The proposed silver line will connect the East Falls Church Station to the intersection of Loudoun County Parkway and the Dulles Greenway. The planned extension will provide metro access to Tysons Corner, Reston, Herndon, Dulles Airport and 2 stops in Loudoun County. The first phase is scheduled for completion in 2013. The second phase, to the Dulles Airport and into Loudoun, is expected to be done in 2015.

The planned transit stops in Loudoun offer ambitious visions. Moorefield Station proposes buildings up to 175' tall, a variety of land uses, pedestrian oriented plazas and streetscapes, and an interconnected street network. These proposed transportation centers promise to bring Loudoun a new pattern of development. Many characteristics are similar to the urban location with the major difference being that the transit station hub is the center of the development verses a downtown district. While the station allows high degrees of mobility to a variety of regional destinations, many transit developments lack the cultural richness inherent in downtowns.

Transit centered campuses share many characteristics with the urban campuses. In many cases a transit campus can also be classified as urban. What distinguishes it is the mobility provided by the transit stop and a transit network. This provides the opportunity for the campus to draw from a greater metropolitan region.

Transit centered campuses need to be located within 3/4 of a mile from the station. This often results in the campuses developing vertically to maximize the benefit and proximity to the station. A Transit campus also often carries the greatest premium on land value.

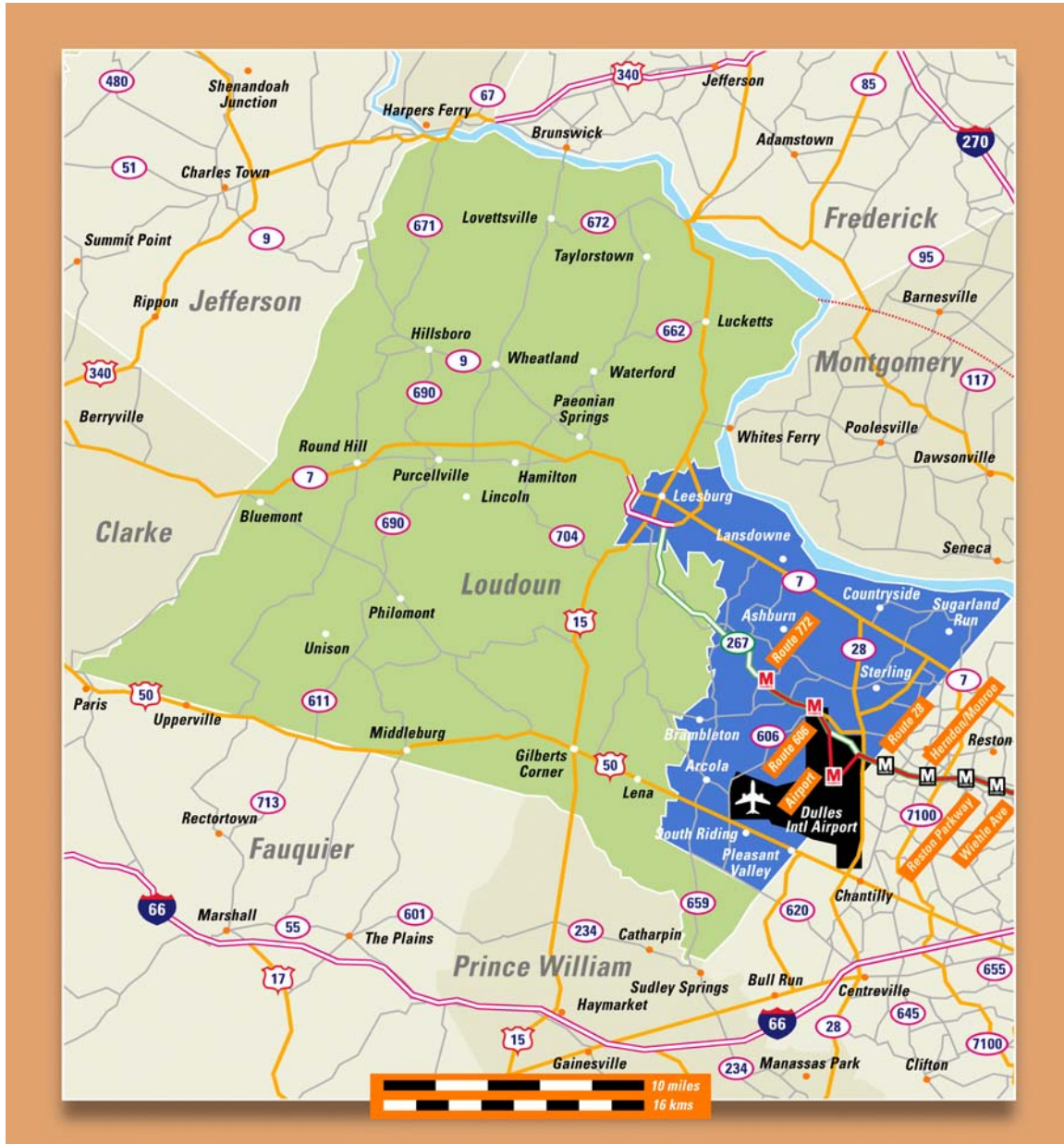


George Washington University is both an urban and transit centered campus. The Foggy Bottom Metro Station is critical to the campus' vitality and extends the campus presence in the DC region.

VI. Loudoun County Potential Campus Site Possibilities

The prime potential areas for new campuses are portrayed in Figure 12, which aligns with current County zoning specifications. Proposals will be considered outside this zone.

Figure 12

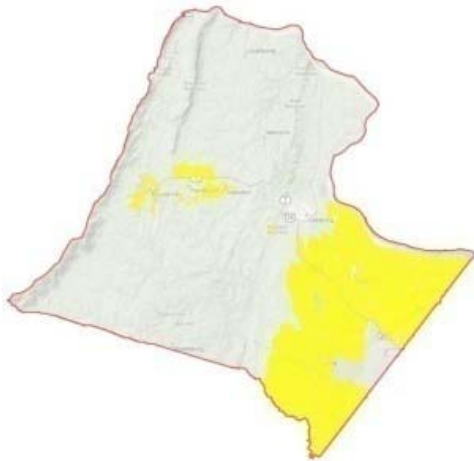


The analysis of campus type and location yielded four preferred site possibilities within Loudoun County:

- Type #1: Comprehensive Mason Campus, with a NOVA Presence, at a Suburban Location;
- Type #2: Comprehensive Mason Campus, with a NOVA Presence, at an Urban (Leesburg) Location;
- Type #3: Comprehensive Mason Campus, with a NOVA Presence, at a Transit-Centered Location;
- Type #4: Local Professional (Health Careers) NOVA Campus as Part of a Hospital/Medical Research Center

Each has distinct strengths and needs, which will be addressed in the decision Matrix. George Mason University should pursue a Request for Information (RFI) for the following sites

Type #1: Comprehensive Mason Campus at a Suburban Location with a NOVA Presence



Suburban Location Map

Of the four site possibilities the suburban location offers the potential of the largest land area. The area is bound by the county border to the east and north, Braddock Road to the south, and Belmont Ridge Road corridor and the Town of Leesburg to the west. This area presents a diverse range of site opportunities, best illustrated by the 2008 Loudoun County zoning map which outlines 14 different zoning categories.

The range of uses includes residential, retail, industrial, office, and civic. Each use is typically autonomous and relies on the vehicle to move people from one zone to the other. Although some mixed use centers do exist, such as Lansdowne and Brambleton, they only provide small pockets of connectivity and similar to other typical suburban developments they frequently turn their back on neighboring properties.

The Comprehensive Campus is conceptualized as an integral part of the community so it is critical that it is not another isolated pod bound by major arteries. Rather, it should integrate with an existing center, become part of a future center, or turn into a center itself bringing together the surrounding community.

It is important for any campus site to have some relationship to public transit. In the suburban location direct access to a bus route is optimal. However, since bus routes are primarily located in the northeastern part of the County, many potential sites lack this opportunity. In this scenario it is paramount to either work with the Virginia Regional Transit to extend transit service to the proposed site or subsidize a private shuttle that ties into an existing transit network.

Most likely the Comprehensive Campus at a suburban location will present the most choices, strongest near-term financial incentives, and easiest path to implementation. However, it also faces the challenge of creating a sense of place and educational identity amidst suburban sprawl. Therefore the immediate incentives of a suburban campus need to be weighed against the potential long term limitations on vision, aspirations, and economic growth.

Type #2: Comprehensive Mason Campus at an Urban (Leesburg) Location with a NOVA Presence



Urban Location Map

Locating a Comprehensive Campus within the core of Leesburg would bring a new demographic to the town. Leesburg presents the university population with a walkable environment of shops, employment, restaurants, parks, cultural amenities, and transit stops. This symbiotic relationship between town and gown frequently occurs with urban universities; it strengthens both the community and the university.

Two major issues with an urban campus are vehicular accessibility and parking. While most students will park once, the commuting population will increase traffic. Large parking lots close to the downtown core are costly and unattractive. To diminish the impact of both issues, the bulk of the campus parking should be located on the edge of town with easy accessibility to the highway bypass or major roads. However, it is important that these lots are within a 10 minute walk of the university buildings.

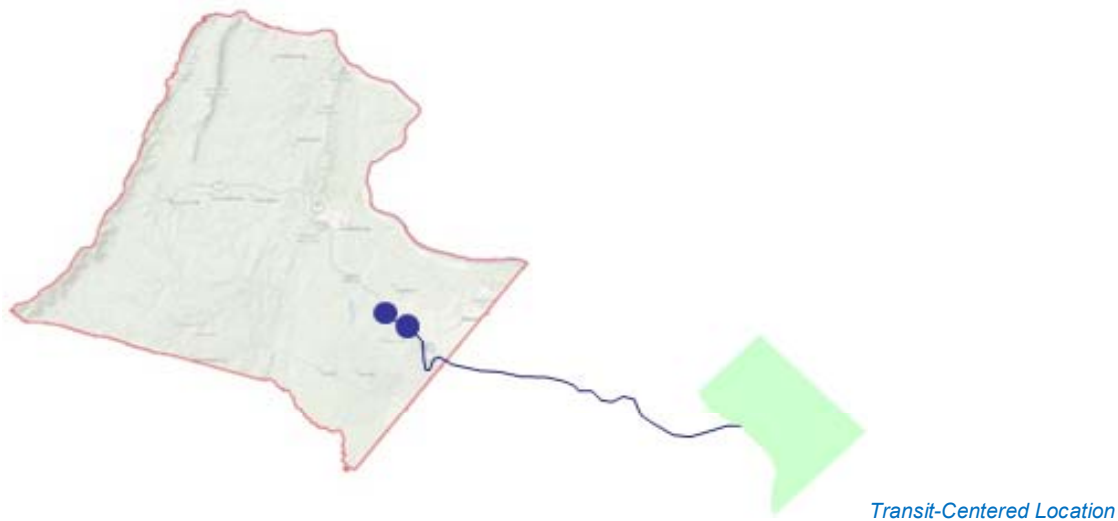
An urban campus can either be dispersed into several buildings scattered within the downtown district or situated on larger parcels of land on the edge of downtown, or a combination of the two.

If the campus is on the fringe of downtown, it is important that it engage the town center with sidewalks, open spaces, and buildings that front the street. This facilitates sharing of amenities between Leesburg and the University.

If the campus is dispersed throughout the town of Leesburg the two then become truly integrated. This blurred boundary supports many of the attributes of the Comprehensive Campus. The drawback of the dispersed approach is that a campus can lose a clear identity and growth occurs in an unpredictable manner.

A Comprehensive Mason Campus at an Urban Location provides an exciting opportunity for both the town, George Mason and NOVA. A campus in Leesburg would give the Comprehensive Campus type a distinctive location that stimulates learning and promotes interaction with the community.

Type #3: Comprehensive Mason Campus at a Transit-Centered Location



The transit-centered location presents the fewest potential sites and offers the most unknowns. These Greenfield sites offer an incredible opportunity to be an education center accessible to the county and the entire Silver Line corridor; however, as with any proposed development, only time will tell how they evolve. Once mature the transit sites will have access to rail, bus, and an extensive street network. They will also be pedestrian oriented allowing students to take advantage of the vibrant mixed use environment.

It is important that the campus engage the rest of the transit oriented development, promoting openness and connectivity to the surrounding community.

This location also allows the campus to broaden its sphere of influence eastward, providing direct links to established population and employment centers such as Reston, Tysons Corner, Arlington, and Washington DC. Even though the underlying mission of the campus is to serve Loudoun County, connections to these areas are a valuable benefit.

A Comprehensive Mason Campus at a transit-centered location affords the most mobility. It gives students the greatest ability to access the campus and it allows the university to tap into the unique resources of the Washington Metropolitan region.

Type #4: Local Professional (Health Careers) NOVA Campus as Part of a Hospital/Medical Research Center

Variation #1: A New NOVA Health Careers Campus. A specialized health careers campus could be established adjacent to or as part of a hospital development or the relocation of ANOVA's research facility from Fairfax to Loudoun. Such a facility would enable NOVA to utilize its two medical campuses – Springfield and Loudoun – to serve the entire Northern Virginia Region.

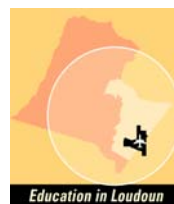
NOVA's Loudoun Health Careers Campus could have a small footprint (the Springfield campus is built on five acres, with five more acres available) and the overall physical location could be managed by the parent organization (hospital, Inova research facility). In addition, Mason programmatic resources in medical and allied health areas could locate at this facility. This option has the advantage of embedding NOVA's health careers training in a hospital and/or medical research facility. If this were part of a larger development, this scenario could facilitate the creation of a zone for healthcare and biotech research and development, with companies, research centers, and even private university healthcare programs electing to locate adjacent to or near the campus. It also brings an additional partner – the healthcare system – into the public/public/private partnership that will be necessary to make any new campus possible.

Parenthetically, a well-defined and even separate NOVA health career facility could be part of the Mason comprehensive campus, depending on the location.

Variation #2: A New NOVA Campus without Health Careers. NOVA might chose to locate its health careers programs at the existing campus in Sterling. In this case NOVA might be able to swap its soccer fields acreage for a site and infrastructure for a new campus. Mason could have a presence on this campus as well.

New Learning Centers Will Be Developed Over Time

In addition to the establishment of any of these combinations of new campuses, Mason and NOVA will likely create additional learning centers in growing parts of Loudoun County, over time. These centers would feature relatively limited services and amenities on-site but could link to the resources in the Mason and NOVA distributed campuses.



VII. Evaluation Matrix Criteria

The different locations will all be evaluated on their capacity to fulfill the needs articulated in this report. A consistent set of evaluation criteria will be used for all sites. However, the nature of the proposals for different types of sites will likely vary considerably. The evaluation matrix is a comparative tool to evaluate and contrast the site opportunities. It outlines the important issues that need to be addressed and provides guidance for how they should be approached. If criteria are not met, the proposer should address the discrepancy and reasons should be provided for the variance.

The evaluative criteria and RFI process will be in compliance with Virginia law, requirements for PPEAs, and potentially other factors.

The decision matrix will array the scores for each proposed site, based on their responses to the descriptions in the evaluation matrix. The decision matrix will utilize consistent language and criteria to compare each RFI response against one another. The following six categories will be used in the evaluation matrix:

- Financial Feasibility for Mason and NOVA
- Risk of Proposed Development Not Occurring
- Ability to Support the Core Program and Grow Flexibly
- Access and Infrastructure
- Capacity to Support Campus/Community Amenities
- Proximity to Business and Research

These six categories are described below. After discussion, they can be elaborated upon even more.

Financial Feasibility for Mason/NOVA

As described throughout this report, it is critical that the financial costs to Mason and NOVA comport with the realities of funding new public campuses. The RFI will state clearly the range of acceptable financial charges for lease-back type arrangements to provide guidance to the respondents.

In reality, financial feasibility is a “go-no go” criterion for each proposal. Any proposed solution that is not financially feasible for Mason and/or NOVA will be eliminated.

Risk of Site Development Failing to Materialize

Each site location proposed must be evaluated to determine the risk of the proposed development failing to materialize, being delayed, or floundering financially. If a zoning variance is required, that will be considered a risk factor. For transit-oriented sites, the risk that the Metro

extension may be delayed or scuttled will need to be incorporated in the assessment. The evaluation team will need to perform due diligence to determine and rate the financial viability of each of the proposers/sponsors of each location and of the proposed development framework/relationship.

Ability to Support the Core Program and Grow Flexibly

Whenever possible the total land area and total built-up area for the proposed campus should be specified in the proposals. A vertical campus in a transit centered site will consume significantly less land compared to a suburban campus of four-story buildings, but both alternatives can effectively support the program. Therefore while the built up area should be constant across the three locations the land area will vary. The ability to support the core program should describe phase 1 construction, future build out, and the distinctive character of the campus.

One of the key elements of this criterion is the capacity of the proposed campus solution to adjust flexibly to campus growth. While Mason and NOVA will provide projections for enrollment and facilities needs, the optimal provider will need to be able to “flex” to meet the actual annual needs of the institutions.

Phase 1 Program. Each proposal should stipulate how it would meet the phase 1 (2014) core academic program and facilities space needs. The initial campus population in 2014 is estimated at 1,600 students and will demand approximately 200,000 square feet of built space. This includes classrooms, laboratories, collaboration spaces, meeting spaces and support services for academic/administrative functions, faculty/staff offices, and operational spaces. Campus support services such as bookstore, food services, and library, can be provided in this space or in adjacent facilities.

Future Buildout. Provide land or a planned strategy to meet the growth projections for 2018 and 2030. By 2018 the campus population is estimated at 4,200 students and will potentially demand 400,000 square feet of space. The full build out of the campus will accommodate 10,000 students and demand close to 1,000,000 square feet of space to support the full academic program.

Create a Distinctive Character for the Campus. Although the Comprehensive campus wants to be integrated into a surrounding community it is important the campus maintain a clear identity.

Access and Infrastructure

It is Important for the campus to be readily accessible to a wide variety of students, faculty, researchers, staff, visitors. The site’s capacity to provide parking, access to public transit and major roadways, pedestrian access, bicycle access, and connectivity to adjacent communities must be clearly specified. The infrastructure adequacy of the site must also be demonstrated.

Parking. Parking will vary based on site-specific locations and local zoning. The following considerations describe differences in different types of locations:

- **Suburban Site:** Provide whichever is greater, amount of spaces required by zoning or xx% of the campus population.
- **Urban Site:** Provide whichever is greater, the amount of spaces required by zoning or xx% of the campus population. The walkable nature of downtown settings will reduce the

amount of spaces. All major parking lots should be optimally located on the edge of downtown in order to reduce the impact on traffic congestion and to facilitate timely access to major roadways.

- **Transit Oriented:** Provide whichever is greater, the amount of space required by zoning or xx% of the campus population. The location to the proposed silver line and the local bus lines that will connect to the station will minimize the amount of parking spots on the campus.

Public Transit. Convenient access to public transit is essential, with the following considerations for different types of sites:

- **Suburban.** ¼ mile walk to a bus stop, if one does not exist provide plans to work with the Virginia Transit Authority to extend service or subsidize a private shuttle service that connects the campus to the public transportation system.
- **Urban.** ¾ mile walking radius to metro stop
- **Transit Centered:** ¼ mile walking radius to a bus stop or trolley stop.

Major Roadways. Convenient access to major roadways with the capacity to support campus traffic will be a major criterion. The following considerations apply.

- **Suburban.** Provide direct access, preferably from multiple points, to major arterial roadways.
- **Urban.** While the core academic campus can integrate into the urban fabric, significant parking lots/structures should have access to major arterial roads and/or the Route 7 Bypass or Greenway.
- **Transit Center.** This criterion is already accommodated because both proposed transit sites are located at major intersections along the Dulles Greenway corridor.

Pedestrian Access. Creating a pedestrian environment within the campus is paramount. Academic buildings, campus amenities, and parking should be linked by an extensive system of pedestrian paths, sidewalks and open spaces. The campus should also connect outward linking the campus to neighboring communities. The pedestrian access and connection in the urban and transit centered settings would be substantially provided by the urban landscape.

Bicycle Access. If possible the campus site should integrate into existing and planned county bicycle trails such as the Washington & Old Dominion (W&OD) trail and smaller recreational trail systems, such as those in Cascades, Countryside and Ashburn. The placement of bicycle lockers in important commuter locations is also encouraged.

Connectivity to Adjacent Communities. The Comprehensive Campus is intended to engage the surrounding community. This occurs differently in each of the three locations.

- **Suburban.** In a suburban setting, it will be important that the campus integrate with an existing town center, become part of a future center, or turn into a center itself bringing together the surrounding community.

- **Urban.** An urban campus must engage the downtown center with sidewalks, open spaces, and buildings that front the street. This sharing of facilities amenities between Leesburg and the University will be key to making this concept work.
- **Transit Center.** The campus must engage the rest of the transit-oriented development, promoting openness and connectivity to the surrounding community. It is also critical the campus relate to the Metro stop and best take advantage of the benefits of its mobility.

Infrastructure. Put simply, each location proposal must clearly demonstrate that the site plan provides sufficient infrastructure. This includes verifying that the existing and planned site utilities can accommodate the full build out of the campus.

Capacity to Support Campus/Community Amenities

All proposed amenities are contingent on the crafting of public/private or public/public partnerships. They are seen as shared resources for the surrounding community, the campus and in some instance the entire county. While all the amenities will benefit the university it is understood that not all will be feasible on a given site. The amenities should be listed under the following three categories.

- **Existing** on the campus site on or within 1/2 mile walking radius
- **Planned** on the campus site or within 1/2 mile walk
- **Potential** to occur on the campus site or within 1/2 mile walk – Is there potential for an amenity to occur outside the partnership and how might it be financed.

The list of campus/communities amenities should include

- **Bookstore.** Can be located on-campus or conveniently adjacent. Out-sourced management is a likely solution.
- **Food Services.** Can be located on-campus or conveniently adjacent, and can be dedicated to the campus or part of a larger development.
- **Library.** Can be located on-campus or conveniently adjacent. This is a likely public/public partnership between the institution and the County and/or Town.
- **Retail.** Specify number and type of retail destinations proximate to the campus.
- **Recreation:** Specify outdoor and indoor facilities as well as total area. Another candidate for public/public partnership
- **Performing Arts Center/Arts:** The campus site or adjacent may be a prime location for a performing arts center that would serve campus and community. Describe the type and area of the facilities. Include both indoor and outdoor facilities. Prime candidate for public/public/private partnership.
- **Student Housing:** With the full build out of the campus, it is expected the 3,000 students will need affordable housing units. The units need to be within walking distance to the proposed campus. While there is no specific need for housing units in the first

phase of the campus's development, access to units will be an added benefit. The proposal must specify the extent to which the market will be expected to provide housing or private student housing developers would be commissioned to provide units.

- **Hotel/Conference Center.** A public/private partnership or a pure private development would be possible in developing a hotel/conference center. The proposal should describe the type and area of the facilities.
- **Open Space.** A campus will require significant passive open space. The amount will vary based on the suburban, urban or transit-centered location, as described previously.
- **Telework Center.** The campus or adjacent could be an excellent site for a telework center which would provide work and learning space for telecommuters and could be jointly purposed to serve learning needs of the campus. Another public/public/private partnership opportunity.
- **Naturalist Center.** Location of some form of nature center proximate to the campus could be an attractive amenity.
- **Research Facilities.** Research facilities will be needed adjacent or proximate to the campus. These could be provided by private developers. The proposal should specify the kind of arrangements that will be made to attract research near the campus. More careful specification will be needed here.
- **Other Educational Institutions.** It would be attractive if the new campus could accommodate the clustering of other educational institutions nearby. The proposal will need to specify how that would be encouraged.
- **Business Incubator.** Mason will provide business incubation services in facilities proximate to the campus. The provisions for this should be described in the proposal.

This is a very important section of the evaluation matrix.

Proximity to Business

No matter where the campus is located, partnerships with business in and around the county will need to be developed. However, the campus's physical relationships to businesses are especially important to spawning hands-on relationships. The list of businesses should be classified under the following three categories.

- On the campus site or within a 3/4 mile walking radius
- Within a 5 mile driving radius
- Direct access through transit (bus or planned Metro)

The important clusters of business include:

- Healthcare
- Airport

- Aerospace
- Biotechnology/Life Sciences, including Howard Hughes Medical Institute
- Government Contracting
- Information Technology & Telecommunication

The RFI will describe the business clusters in greater detail.

Turning the Evaluation Matrix Into a Decision Matrix

Figure 13 summarizes a matrix that will be used to array the evaluation scores and weighting on each of the six evaluative criteria and their combination into a total score for each proposal.

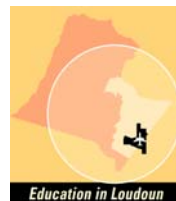


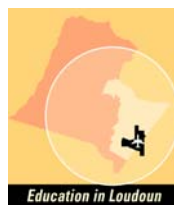
Figure 13

| Decision Matrix <i>Will be Used to Evaluate and Compare Locations</i> | | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Feature | Location #1 | Location #2 | Location #3 | Location # | Location #n |
| Financial Feasibility for Mason and NOVA Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: |
| Risk of Proposed Development Not Occurring Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: |
| Ability to Support Core Program Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: |
| Access and Infrastructure A. Parking B. Public Transit C. Major Roadways D. Pedestrian Access E. Bicycle Access F. Connectivity to Adjacent Communities Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: |
| Capacity to Support Campus/Community Amenities Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: |
| Proximity to Business Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: | Evaluation Description: Score: |

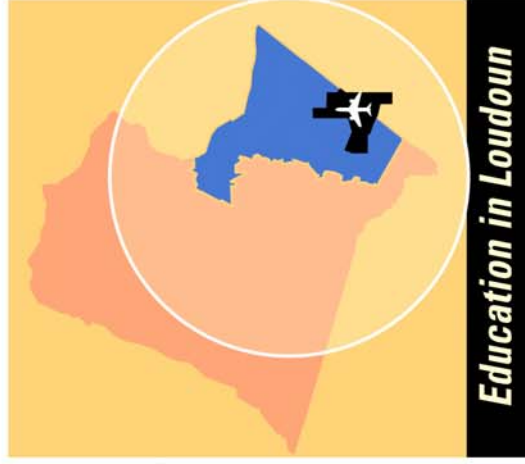
VIII. Guidance for the RFI Process

Figure 14 summarizes the most likely potential area for locations for the new campuses. Proposed locations that fall outside this potential area will also be considered.

This report will be used to craft the RFI that will be distributed in mid-2009.



Potential Area for New Campus



Education in Loudoun



Figure 14

